This handbook is a guide and is not intended to be your sole source of information regarding your graduate program or UW Graduate School policies and procedures. Candidates are encouraged to meet with their academic advisor for clarification of the information contained in this handbook and to receive additional program information as needed.

Updated: 6/6/2019
Table of Contents

Table of Contents ........................................................................................................................................... 2
Welcome to the School of Education ........................................................................................................... 7
  Mission ......................................................................................................................................................... 7
  Conceptual Framework ................................................................................................................................. 7
  About UW Tacoma ....................................................................................................................................... 8
  UW Tacoma’s Nondiscrimination Policy ....................................................................................................... 8
School of Education Directory ..................................................................................................................... 9
  Fulltime Faculty .......................................................................................................................................... 9
  Staff ......................................................................................................................................................... 9
2018-2019 Academic Calendar ................................................................................................................... 10
Getting Started ........................................................................................................................................... 10
  Official Transcripts Submission .................................................................................................................... 10
  Setting up your UW NetID & MyUW ........................................................................................................... 11
  UW Email ............................................................................................................................................... 11
    Setting up & checking your UW Email ........................................................................................................ 11
    UW Email Policy .................................................................................................................................... 11
New Student Orientation ............................................................................................................................. 12
  Cohort Based Programs ............................................................................................................................... 12
  Flexible Programs .................................................................................................................................... 12
Student ID Cards ......................................................................................................................................... 12
Program Plan ............................................................................................................................................... 12
  Revising your Program Plan ....................................................................................................................... 13
  Leave Requests ....................................................................................................................................... 13
Culminating Project Requirement ................................................................................................................ 13
Reviewing the Time Schedule ....................................................................................................................... 13
Obtaining Entry Codes ................................................................................................................................. 14
Adding & Dropping Courses ....................................................................................................................... 14
Course Material Policy ................................................................................................................................. 14
Class Participation ..................................................................................................................................... 15
Accessing Courses in Canvas ...................................................................................................................... 15
Paying Tuition ............................................................................................................................................. 15
Tuition Payment Plan .................................................................................................................. 15
Short Term Loan Program ........................................................................................................ 16
School of Education Graduate Programs .................................................................................. 16
Teacher Certification Program ................................................................................................. 16
  Program Overview .................................................................................................................. 16
Teacher Certification Program Fees ......................................................................................... 17
Certification Timeline ................................................................................................................ 17
Endorsement Fees ..................................................................................................................... 18
Master’s for Practicing Educators ............................................................................................. 18
  Program Overview .................................................................................................................. 18
Curriculum and Instruction M.Ed. Study Option (C&I) ............................................................ 18
Social Emotional Learning M.Ed. Study Option (SEL) ............................................................. 19
Special Education M.Ed. Study Option with Endorsement (SPED) .......................................... 19
Student Academic & Social Success M.Ed. Study Option (SASS) ............................................ 19
Teaching English Language Learners M.Ed. Study Option & Endorsement (TELL) ........... 20
Endorsements for Practicing Educators .................................................................................... 20
  Test Only ............................................................................................................................... 20
  Program + Test ...................................................................................................................... 20
  English Language Learner ................................................................................................... 21
  Special Education .................................................................................................................. 21
Educational Administrator ......................................................................................................... 21
Endorsements ............................................................................................................................ 22
  Endorsement Grade Levels ................................................................................................. 22
When to take Endorsement Tests ............................................................................................ 22
Endorsement Test Resources .................................................................................................... 22
Endorsements Offered by the UWT School of Education ......................................................... 23
Financial Aid and Scholarships ................................................................................................ 23
College of Education Scholarships ............................................................................................ 24
  Project TELL Professional Development Scholarship ......................................................... 24
Patti Banks Endowed Fellowship ............................................................................................... 24
Douglas & Belinda Louie Fellowship ......................................................................................... 24
Henry T. Schatz Math or Science Education Fellowship .......................................................... 24
Teach Grant ............................................................................................................................................ 25
Troops to Teachers ................................................................................................................................ 25
Tuition Exemption .................................................................................................................................... 25
Grading System ........................................................................................................................................ 26
UW Grading Scale for Graduate Students ............................................................................................... 26
Incomplete “I” Grade .................................................................................................................................. 26
S/NS Satisfactory/Not-Satisfactory ........................................................................................................... 27
Credit/No Credit (CR/NC) ..................................................................................................................... 27
Withdrawal “W” ........................................................................................................................................ 27
Hardship Withdrawal “HW” ..................................................................................................................... 27
Course Repeat Policy ............................................................................................................................... 27
Change of Grade ...................................................................................................................................... 27
Grade Appeals .......................................................................................................................................... 28
Transfer Credit Policy ............................................................................................................................... 28
Independent Study .................................................................................................................................... 29
What is an Independent Study? ................................................................................................................ 29
How do I get signed up for an Independent Study? ................................................................................ 29
M.Ed. Retention and Dismissal Policy ...................................................................................................... 30
Academic standards ................................................................................................................................... 30
Satisfactory performance and progress .................................................................................................... 30
Review of academic standards .................................................................................................................. 31
Mid-Quarter Warning Notice .................................................................................................................. 31
No Action .................................................................................................................................................. 31
Warning ..................................................................................................................................................... 31
Probation ................................................................................................................................................... 31
Final Probation .......................................................................................................................................... 31
Dismissal ................................................................................................................................................... 32
Academic Grievance Procedure (Appealing a Change of Status) .............................................................. 32
Maintaining Graduate Student Status ..................................................................................................... 32
Graduate On-Leave Status (taking a quarter off) ...................................................................................... 32
Graduate School On-Leave Policy (reinstating student status) ................................................................. 32
Leave and Culminating Project Course Completion (TEDUC 599) .......................................................... 33
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petitions &amp; Transfer Credits</td>
<td>33</td>
</tr>
<tr>
<td>Petition Procedure</td>
<td>33</td>
</tr>
<tr>
<td>University Policies</td>
<td>34</td>
</tr>
<tr>
<td>Inclement Weather Policy</td>
<td>34</td>
</tr>
<tr>
<td>Suspended operations (closing campus)</td>
<td>34</td>
</tr>
<tr>
<td>Delayed start</td>
<td>34</td>
</tr>
<tr>
<td>Closing early</td>
<td>35</td>
</tr>
<tr>
<td>Missed classes</td>
<td>35</td>
</tr>
<tr>
<td>Equal Opportunity and Reasonable Accommodation</td>
<td>35</td>
</tr>
<tr>
<td>UW Student Conduct Code</td>
<td>35</td>
</tr>
<tr>
<td>Graduate School Memoranda</td>
<td>36</td>
</tr>
<tr>
<td>Resources</td>
<td>36</td>
</tr>
<tr>
<td>Associated Students of UW Tacoma</td>
<td>36</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>36</td>
</tr>
<tr>
<td>Location and Hours</td>
<td>36</td>
</tr>
<tr>
<td>Dependents/Kiddos, Resources for Candidates</td>
<td>37</td>
</tr>
<tr>
<td>Childcare Assistance Program</td>
<td>37</td>
</tr>
<tr>
<td>Infants/Children in Class Policy</td>
<td>37</td>
</tr>
<tr>
<td>Finding Childcare</td>
<td>37</td>
</tr>
<tr>
<td>Computer Labs/Help Desk</td>
<td>37</td>
</tr>
<tr>
<td>Free and discounted Microsoft software for your personal devices</td>
<td>37</td>
</tr>
<tr>
<td>Disability Resources for Students</td>
<td>38</td>
</tr>
<tr>
<td>Discounts for Students</td>
<td>38</td>
</tr>
<tr>
<td>Equity and Inclusion, Center for (CEI)</td>
<td>38</td>
</tr>
<tr>
<td>GO-MAP: Supporting Graduate Students of Color at the University of Washington</td>
<td>39</td>
</tr>
<tr>
<td>Graduate Study Space TLB 207</td>
<td>39</td>
</tr>
<tr>
<td>Library: Ask a Librarian</td>
<td>39</td>
</tr>
<tr>
<td>Ombuds Office</td>
<td>39</td>
</tr>
<tr>
<td>Pantry</td>
<td>40</td>
</tr>
<tr>
<td>Parking Services</td>
<td>40</td>
</tr>
<tr>
<td>Teaching and Learning Center (TLC)</td>
<td>40</td>
</tr>
<tr>
<td>Veteran and Military Resource Center</td>
<td>41</td>
</tr>
</tbody>
</table>
YMCA, University Y Center .................................................................................................................. 41
Preparing for Certification or Endorsement ......................................................................................... 41
Preparing to Graduate .......................................................................................................................... 42
  Graduation Requirements Checklist .................................................................................................. 42
  Hooding .............................................................................................................................................. 42
  Commencement .................................................................................................................................. 42
  Graduation ........................................................................................................................................ 43
Glossary of Terms .................................................................................................................................. 43
  C&I ....................................................................................................................................................... 43
  Cohort ................................................................................................................................................ 43
  Co-Teaching ...................................................................................................................................... 43
  Education Teacher Performance Assessment (EdTPA) ........................................................................ 43
  Endorsement ..................................................................................................................................... 43
  FERPA .............................................................................................................................................. 43
Field Director – Oversees field placements and edTPA assessment requirements for Teacher
Certification Candidates. This role also oversees the work of Field Supervisors .................................. 44
Field Placement .................................................................................................................................. 44
Field Supervisor ................................................................................................................................... 44
M.Ed. .................................................................................................................................................... 44
Mentor Teacher .................................................................................................................................... 44
OSPI ...................................................................................................................................................... 44
SASS ..................................................................................................................................................... 44
SEL ........................................................................................................................................................ 44
SPED .................................................................................................................................................... 44
TELL ..................................................................................................................................................... 44
Teacher Candidate ............................................................................................................................... 44
U-PASS .................................................................................................................................................. 44
UWNNetID .......................................................................................................................................... 44
APPENDIX A: ....................................................................................................................................... 45
GRADE APPEAL PROCESS .................................................................................................................. 45
APPENDIX B ......................................................................................................................................... 46
APPENDIX C ......................................................................................................................................... 49
Welcome to the School of Education

Mission
The mission of the University of Washington Tacoma Education program is to prepare ethical and reflective educators who transform learning, contribute to the community, exemplify professionalism, and promote diversity.

Conceptual Framework
The conceptual framework for preparing ethical and reflective educators who transform learning, engage with communities, exemplify professionalism, and promote diversity establishes the shared vision of the University of Washington Tacoma’s Education Program. This vision draws from our core values of knowledge, collaboration, professional excellence, reflection, diversity, and justice. It provides direction for our efforts to prepare culturally responsive and inclusive educators to effectively advocate for and educate youth in P-12 schools. The framework guides the development of the curriculum in our programs leading to initial certification, advanced preparation of teachers, and the licensure of school administrators and superintendents. The conceptual framework of the Education Program is consistent with the campus mission—UWT educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery. We embrace the UWT core values of excellence, community, diversity, and innovation as we review, reflect upon and revise our various program offerings to meet our mission of preparing ethical and reflective educators. Our collaboration among faculty, staff, candidates, and our local education and community partners (e.g. PEAB members, advisory board members, classroom teachers, educational administrators, etc.) informs and validates our framework.
About UW Tacoma

UW Tacoma is an urban-serving university providing access to students in a way that transforms families and communities. We impact and inform economic development through community-engaged students and faculty. We conduct research that is of direct use to our community and region. And, most importantly, we seek to be connected to our community’s needs and aspirations.

UW Tacoma is one of three campuses that make up the University of Washington: the 156-year-old Seattle campus, and the Tacoma and Bothell campuses, both founded in 1990. We offer many of the same educational qualities as our sister universities — a vibrant campus setting; top-drawer faculty known for their teaching ability; a rigorous, interdisciplinary curriculum; and high standards of social responsibility.

UW Tacoma’s Nondiscrimination Policy

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation.
School of Education Directory

Location: WCG 324  Main Office: 253-692-4430  Central Email: uwted@uw.edu
Office Hours: 9:00am – 5:00pm, Monday through Friday

Fulltime Faculty

Julia Aguirre  
Assistant Professor  
253-692-4820; WCG 319  
jaguirre@uw.edu

Rachel Endo  
Dean  
253-692-4872; WCG 324E  
rendo@uw.edu

Kathleen Beaudoin  
Associate Professor  
253-692-4453; WCG 303  
kathymb@uw.edu

Greg Benner  
Professor  
253-692-4621  
gbenner@uw.edu

Laura Feuerborn  
Assistant Professor  
253-692-4793; WCG 321  
feuerl@uw.edu

Diane Kinder  
Professor  
253-692-5878; WCG 312  
dkinder@uw.edu

Chris Knaus  
Professor  
253-692-4715; WCG 336  
educate@uw.edu

Belinda Louie  
Professor  
253-692-4434; WCG 335  
blouie@uw.edu

Ginger MacDonald  
Ed.D. Director  
Professor  
253-692-5690; WCG 313  
gmac@uw.edu

Rob MacGregor  
Educational Administrator  
Program Coordinator  
253-692-4799; WCG 320  
rrmac8@uw.edu

José Rios  
Associate Professor  
253-692-5695; WCG 302  
jrios@uw.edu

Jarek Sierschynski  
Assistant Professor  
253-692-4372; WCG 316  
jareks@uw.edu

Marcy Stein  
Professor  
253-692-4435; WCG 317  
mstein@uw.edu

Matthew Weinstein  
Professor  
253-692-4787; WCG 311  
mattewww@uw.edu

Staff

Ed Armijo  
Data Steward  
253-692-4729; WCG 306  
armijoed@uw.edu

Cindy Valerio  
Program Administrator  
253-692-4432; WCG 324C  
valerioc@uw.edu

Megan Bentley-Moon  
Advisor & Certification Officer  
253-692-5698; WCG 327  
praxes@uw.edu

Carla Van Rossung  
Pre-admission Advisor  
253-692-4437; WCG 324D  
carlav@uw.edu

Donna Braboy  
Program Support Supervisor  
253-692-4431; WCG 324A  
donnap@uw.edu

Ashley Walker  
Academic Advisor  
253-692-4367; WCG 328  
aew7@uw.edu
Getting Started

This section contains information on tasks and policies you will need to know as you prepare to begin your first quarter on campus.

### 2018-2019 Academic Calendar

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Registration Begins</th>
<th>Dates of Instruction</th>
<th>Final Exam Week</th>
<th>Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019</td>
<td>4/15</td>
<td>6/24-8/23</td>
<td>N/A</td>
<td>7/4 – Independence Day</td>
</tr>
<tr>
<td>Autumn 2019</td>
<td>5/10</td>
<td>9/25-12/6</td>
<td>12/7-12/13</td>
<td>11/11 – Veteran’s Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11/28 &amp; 11/29 – Thanksgiving</td>
</tr>
<tr>
<td>Winter 2020</td>
<td>11/1</td>
<td>1/6-3/13</td>
<td>3/14-3/20</td>
<td>1/1 – New Year’s Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/20 – Martin Luther King Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2/17 – Presidents’ Day</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>2/14</td>
<td>3/30-6/5</td>
<td>6/6-6/12</td>
<td>5/25 – Memorial Day</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>4/13</td>
<td>6/22-8/21</td>
<td>N/A</td>
<td>7/3 – Independence Day (observed)</td>
</tr>
</tbody>
</table>

### Official Transcripts Submission

If your undergraduate degree was not earned from the University of Washington, please mail an official copy of your transcript (showing degree completion) directly to the Graduate School:

**Standard Postal Service**
University of Washington
Graduate Enrollment Management Services
Box 353770
Seattle, WA USA 98195-3770

**Express Courier Service**
University of Washington
Graduate Enrollment Management Services
G-1 Communications
4109 Stevens Way
Seattle WA USA 98195-3770
### Setting up your UW NetID & MyUW

NetID accounts are created for students upon admission to the university; and students are required to activate their email addresses for their NetID accounts before the first day of classes.

Your **UW NetID** gives you access to **MyUW**, a web portal that you can use to view your current application information, register for classes, access quick links to online resources for courses, financial aid, tuition payments, update your contact information, access UW email, and more.

Your NetID will be the first part of your UW email, so choose it wisely. You will also use your NetID and password to log into your MyUW account.

**Step 1:** Have your UW online application username and password ready.

Find the username and password you used to apply online to UW Tacoma.

- **Forgot your online application username or password?**
  
  You can make sure you have the correct username and password by trying to login to your [online application account](#). If successful, you will see your online application activity page. Then return to this page and proceed to step 2.

**Step 2:** Start the UW account creation process.

- [Set up your official UW account (UW NetID)](#)

  After you have completed the set-up process, you can log into **MyUW**, your personal gateway to UW Tacoma.

### UW Email

**Setting up & checking your UW Email**

Follow the steps below to start using UW Google Email. Go to the [Manage UW Google Apps](#) page to activate the service and set your UW Google Apps password. You can access your UW Google email and all other UW Google Apps services by going directly to `mail.google.com` and logging in with your NetID@uw.edu as your username. You may also configure UW Google Apps Email on just about any desktop email program or mobile device using instructions provided by Google.

- [Sign up now](#)
- [Sign up instructions](#)

Once you activate your email, you can access your UW Google mail through MyUW or by going directly to `mail.google.com` and entering your NetID@uw.edu email address.

### UW Email Policy

- Faculty and staff are not obligated to respond to students using non-UW email accounts.
- Students may be held accountable for any information contained within the official email communications, including instructor notices of changes in schedules and assignments.
• Although students may configure their UW emails to automatically forward to another email account, they should be advised that some email systems may be unable to handle large email files and may block delivery of UW email attachments. This means that if you forward your UW email you may miss important, time sensitive updates.
• You can check your UW email forwarding anytime. If you need assistance un-forwarding your UW email, please call 253-692-HELP for assistance.

New Student Orientation
Cohort Based Programs
The Teacher Certification and Educational Administrator Programs admits candidates into cohorts that complete all required coursework together on a set schedule. Each of these programs hold a mandatory New Student Orientation event in June to orient new students to program requirements. Check your admissions packet or email your academic advisor for details.

Flexible Programs
The Master’s for Practicing Educators and Endorsement only programs are flexible in that they allow candidates to design their own individualized program plans and candidates may, but are not required, to start in summer quarter. Because each candidate’s course of study is developed to meet their particular scheduling needs and interests, candidates in these programs will schedule individual new student advising appointments.

Student ID Cards
UW Tacoma Husky Cards are issued by the Office of the Registrar. Visit the Office of the Registrar website for more information about getting your UW Tacoma Husky Card, or contact:

UW Tacoma Office of the Registrar
Phone: (253) 692-4913
Email: reguwt@uw.edu
Location: Mattress Factory 253
Hours: 8am - 5pm, Mon-Fri

Your student ID, or Husky Card, will serve the following functions:
• Library Services
• U-PASS (bus pass plus more)
• Copy & Printing Services
• University Athletics & Activities

Program Plan
Each student will be provided with a program plan that outlines their quarterly course of study and timeline for completing all program requirements. Candidates following cohort based programs (Teacher and Principal Certification) will be provided with a copy of the
corresponding pre-determined program plan. Candidates completing flexible programs (Master’s for Practicing Educators and Endorsement only) will develop their program plan in consultation with their academic advisor during their new student advising appointment.

Revising your Program Plan
If, during your course of study, unexpected events inhibit your ability to successfully continue your program plan as outlined, please schedule an appointment with your academic advisor as soon as possible to discuss your situation and alternative options. Program plans may be changed as needed (subject to availability of courses) to adjust to changes in candidates circumstances/availability.

Leave Requests
While the leave request process is covered later in this handbook in greater detail it is worth noting here that you must submit an online leave request form for any autumn, winter, or spring quarter during which you do not plan to actively enroll in courses (leave requests are not required for summer quarter). An approved leave request is required to maintain your student status and your ability to register for future quarters. If you forget to request leave, you will need to request reinstatement the quarter you plan to return to the program.

Culminating Project Requirement
Candidates completing programs that require TEDUC 599 in winter and spring quarters as a culminating project, must confirm intent to enroll in TEDUC 599 before the start of autumn quarter to ensure space is available. (For example, a candidate planning to take TEDUC 599 in winter quarter 2020 would confirm that their program plan is up to date with their academic advisor during summer quarter 2019.) Candidates that that do not complete this step will only be allowed to register for TEDUC 599 if space is available after planned students are accounted for. If space is not available, the candidate may be required to wait until the next academic year to complete this course sequence.

New Students will receive information about registering for their first quarter courses either at New Student Orientation or during their new student advising appointment. Registration for courses is completed online via the registration screen in your MyUW.

Reviewing the Time Schedule
The UWT Time Schedule lists credit classes offered at the University of Washington Tacoma Campus. It is updated daily and is subject to change. You may access the real-time status of any section by clicking on the five-digit System Line Number (SLN) displayed to the left of each course. The University reserves the right to (1) add or delete courses from its offerings; (2) change times, days, or locations of courses; (3) change academic calendars; (4) cancel any courses for insufficient registration or academic/administrative decision without notice.

- The Time Schedule may be viewed online here:
  http://www.washington.edu/students/timeschd/T/
The program plan for your study option can be found on the School of Education website under the drop-down menu labeled “Program Plans and Study Options” here:
http://www.tacoma.uw.edu/education-program/currentstudents-

Obtaining Entry Codes
Most courses in the School of Education will require an individually assigned entry code in addition to an SLN number for registration. Entry codes will be provided by your academic advisor.

Adding & Dropping Courses
Students may decide to add or drop a course during the year. Dropping and adding courses may be completed online using your MyUW. The following is a summary of relevant times for adding and dropping courses during a quarter:

- **Week 1** – you may add and drop classes for any reason. Classes dropped during this week will not be reflected on your transcript
- **Weeks 2-7** – Any courses added or dropped after the first week are subject to a $20 late fee. After the 2nd week a notation of “W” for withdrew will appear on your transcript when a class is dropped. Additional tuition forfeiture fees are charged if dropping course(s) results in a lower tuition rate. Between weeks 2 and 4, you will be charged one-half tuition. Beginning the 30th calendar day of the quarter full tuition is charged for any courses dropped, including complete withdrawal from the university (source).

- **Annual Drop** – All candidates are permitted to drop one course per academic year between weeks 3 and the end of week 7 (Autumn – Summer quarters). Other than the use of an annual drop, candidates may not drop a course after the second week of the quarter.
- **In rare cases** when candidates have experienced extenuating circumstances that have impeded their ability to successfully complete coursework, a hardship withdrawal from one or more courses and a waiver for the resulting tuition forfeiture fee may be requested. If you feel either of these options may apply to you, please schedule an appointment with your academic advisor for further assistance.

Course Material Policy
Candidates have the responsibility to check with the University Book Store and the Campus Copy Center to determine whether there are course materials available for class. Candidates are expected to download additional course materials via Canvas and electronic library course reserves from the UWT Library. Faculty who want candidates to download materials from Canvas or library reserves prior to the first class will inform you to do so.

Please make it a habit to check Canvas, email and course reserves regularly during the quarter for updates in course materials. Obtaining and utilizing all the required materials will contribute to your success in your classes. We appreciate your cooperation in working with the program to streamline course communication and document distribution.
Class Participation
The 2019-2020 academic calendar includes course dates and timelines. This is posted a full year in advance so that arrangements can be made to attend all classes. There may be extenuating circumstances which yield unavoidable absences, but all efforts should be made to minimize these.

Engaging with your classmates is a central component of your program. Missing just one class session means missing at minimum 10% of face-to-face instruction for the quarter. Missing required posts or assigned feedback for online courses has a similar impact. Faculty do not “give” candidates permission to miss class. However, faculty do appreciate being informed in advance of absences, confusion on assignments, and anticipated struggles to meet deadlines. Presenting possible solutions along with your concerns is helpful.

It is the prerogative of your faculty to decide how class participation will factor into grading. If you miss a class it will be your responsibility to find out from your peers what was missed. Faculty do not typically give “extra credit” for missed work. Lack of participation will likely result not only in decreased contributions, but also in reduced learning and a lower grade for the course.

Accessing Courses in Canvas
Canvas is an online course management tool that works with an in-person class or as a stand-alone online course platform. It provides an online teaching and learning environment that brings together content management, communication, collaboration, and assessment tools.

Whether you are taking courses online or coming to campus, Canvas will be an integral course resource. Canvas is a learning management system (LMS) that provides a collection of built-in tools for accessing course material, communicating and collaboration with classmates, as well as accessing and turning in assignments.

Assistance learning to use Canvas can be found here:
http://www.tacoma.uw.edu/canvas/how-do-i

Paying Tuition
Payment of tuition charges is due the 3rd Friday of each quarter by 5pm and can be paid online via your MyUW.

Tuition Payment Plan
The UW Tacoma Tuition payment plan option allows UW Tacoma students to pay their quarterly tuition in three installments, from the first Friday of the quarter to the fifth Friday of the quarter. A new enrollment form must be submitted for each quarter.
How much does it cost: a $25 service fee is added to your student account and is due with your first payment.

Payment Plan Due Dates: due dates are always the first, third and fifth Fridays of the quarter. If the initial payment is not received by the first due date, you will not be accepted into the program. The remaining two payments are each subject to a $55 late fee, if they are not made on time.

Short Term Loan Program
The Office of Student Financial Aid has funds available for short-term loans to assist students with temporary cash flow problems. Short-term loans are available only to students who are currently attending the university (loans cannot be processed between quarters). Funds are generally available within one to four working days depending on if the loan is paying charges on your account or you are having the funds sent to your bank via direct deposit.

Repayment is due by the next quarter, or whenever additional funds such as financial aid arrive on account, whichever comes first. There is no interest on the short-term loans, but there is a $30 service charge added to the repayment amount. Students may apply on-line through MyUW’s Personal Services. Graduate students may borrow up to $3,200. For more information visit: https://www.washington.edu/financialaid/types-of-aid/loans/short-term-loans/

School of Education Graduate Programs

Teacher Certification Program
Program Overview
The Master of Education Program is a cohort based program that begins in summer quarter with a focus on Teacher Education, which features an introduction to teaching, preparation for non-curricular aspects of the teacher's role, reflection on contemporary issues in education and frequent supervision. Mentor teachers and university faculty work together to provide students with a program that ensures integration of course content with hands-on experience. Elementary Education candidates begin their autumn quarter fieldwork in mid-August, to attend building orientations and professional development days. Secondary candidates spend four days observing middle and high school classroom during autumn quarter and begin their field placements in winter quarter.

This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning. The UWT School of Education currently offers the follow tracks for certification:
Elementary Education (K-8th grade) with an endorsement in Special Education (K-12th grade)
Elementary Education (K-8th grade) with an endorsement in Teaching English Language Learners (K-12th grade)
  - Optional Endorsements for all Elementary Education Candidates:
    - Middle Level Math (4th grade – 9th grade)
    - Middle Level Science (4th grade – 9th grade)
    - Middle Level Humanities (4th grade – 9th grade)
Secondary Mathematics (5th grade – 12th grade)
Secondary Science (5th grade – 12th grade)
  - Science Endorsement Options:
    - Biology
    - Chemistry
    - General Science
    - Earth and Space Science
    - Physics

Teacher Certification Program Fees
(All fees are non-refundable)

ESD Fingerprinting
Summer Quarter..................$75.00-$83.75

Course Fees
SPED Assessment (Summer 2019)…. $41.00
Arts in the School (Summer 2020).... $80.00

Fieldwork Fee
Autumn Quarter (K-8 only).........$244.00
Winter quarter (All TCP)........... $244.00
Spring quarter (All TCP).......... $244.00
Billed with tuition

edTPA
Assessment Fee ................... $300.00

Teacher Candidate Name Badge
Billed with tuition autumn quarter....... $15.00

Child Abuse Course (online)
State Requirement.................. $140.00

Teacher's Certificate Application (OSPI)
Certification
Fee.................................. $74.00

Substitute Certification Application (OSPI)
Certification Fee
(Optional)...................... $54.00

Endorsement Tests (Pearson)
Cost Per Test....................... $95.00-$155.00

Certification Timeline
- Secondary – June 19, 2019
- Educational Administrator – June 19, 2019
- Elementary Education Dual Tracks – August 28, 2019
Endorsement Fees

- Cost per Endorsement Test (NES/WEST-E)............................................... $95.00-$155.00
- Fee Charged by OSPI to add an endorsement to your Certification..................... $54.00
  o If adding multiple endorsements to an existing certificate at the same time, there is an additional fee of $15.00 per endorsement (e.g. adding 3 endorsements = 54 +15+15)

Master’s for Practicing Educators

Program Overview
The graduate degree program is designed to build upon the skills, knowledge, and commitment of practicing educators and other professionals working in educational settings. With this high-quality graduate degree from UW, you will be prepared to meet the needs of 21st century learners. Our UW Tacoma professors are skilled instructors who are actively engaged in schools and produce quality research. As our students complete this graduate program, they typically earn higher salaries and promotions, realize exciting new career opportunities, and advance the lives of their students in truly meaningful ways.

Our program is designed as a part-time program of study. Generally, the core and study-option courses are completed in the first year; students complete their elective courses and culminating experience the second year. The program allows students to embed endorsements into degree programs, should they desire to do so. To meet the needs of students who are employed during the weekday, most courses follow an evening schedule.

This graduate degree program offers five areas of emphasis that you can select to best fit your professional learning and development needs:

Curriculum and Instruction M.Ed. Study Option (C&I)
Prepares current teachers in grades K-12 to understand curricular, instructional, and assessment issues related to content instruction. Student Learning Goals: Upon completion of the program students will be able to:

- Critically analyze different theoretical, empirical and practical issues of curriculum design and implementation.
- Identify and critique the null, overt, and hidden aspects of curricula design and implementation.
- Identify and respond to differential impacts of curricula on student learning.
- Interrogate relationships of curricula design and implementation within local, state, national and international educational policy contexts.
- Evaluate and design cycles of curriculum that include planning, implementation, and assessment.
Social Emotional Learning M.Ed. Study Option (SEL)
The Social-Emotional Learning (SEL) study option emphasizes multi-tiered prevention through the promotion of resilience and well-being for both educators and their students. This study option addresses important topics often overlooked in educational areas of study such as mindfulness/mindset, systems change, and collaboration. Our students include practicing teachers, community college instructors, educational consultants, school support personnel, instructional and behavioral coaches, after school program coordinators, and advisors. Student learning goals: Upon completion of this study option, graduates will have the ability to:

- Self-regulate (e.g., manage stress) through enhanced self-awareness and emotional intelligence.
- Facilitate the healthy social, emotional, and behavioral development of students.
- Engage in mindful, inclusive, and effective collaborations for the benefit of students.
- Serve as judicious, systemic change agents for the promotion of social justice.

Special Education M.Ed. Study Option with Endorsement (SPED)
This study option is designed to prepare educators to teach learners who are identified with high incidence disabilities. Our courses prepare professionals to use evidence-based instructional methods to meet the diverse needs of students with cognitive, social, emotional, and behavioral disabilities. Upon successful completion, students will earn an endorsement in Special Education (P-12) and a Master of Education degree. Student Learning Goals: Student learning goals: The primary goals for our Special Education program are to graduate high quality special education teachers with the knowledge, skills, and competencies to:

- Choose and use appropriate assessment tools for evidence-based decision making;
- Use data-based decision making and collaborative problem solving in planning academic and behavioral plans.
- Design and implement instruction that meets the needs of academically and behaviorally diverse students.
- Evaluate and modify existing instructional materials based on empirically sound research;
- Integrate knowledge of the special education law and ethics to develop an appropriate Individualized Education Plan for a student with disabilities.
- Demonstrate an ability to collaborate with parents of students with disabilities and other school and community professionals to meet the needs of students with disabilities.

Student Academic & Social Success M.Ed. Study Option (SASS)
This study option prepares teachers to meet the wide-ranging needs of students with effective instructional strategies, proactive assessment, and strategic supports, particularly for struggling students. The focus of this study option is to build the capacity of educators to understand and promote academic, emotional, behavioral and social success. Student Learning Goals: The primary goals for the SASS study option are to build the capacity of educators to:

- Implement and sustain multi-tiered prevention systems to support K-12 student emotional/behavioral and academic success.
• Choose psychometrically sound, culturally-responsive, strength-based, and socially valid screening, diagnostic, and progress monitoring assessment tools.
• Develop pathways to academic and behavioral supports based on K-12 student need.
• Choose supplemental and intensive academic and behavioral supports based on research evidence, feasibility, and cost benefit.
• Use community supports (e.g., mental health, mentoring programs, social services) in schools to better understand and meet student needs, particularly of students in need of intensive and multifaceted levels of support.

Teaching English Language Learners M.Ed. Study Option & Endorsement (TELL)
Prepares current teachers and administrators in grades K-12 to understand the theoretical and instructional issues on English Language Learning. Upon successful completion, students will earn an endorsement in teaching English Language Learners (P-12) and a Master of Education degree. Student Learning Goals: Upon completion of the program students will be able to:

• Analyze the complex connections among language, culture, and society.
• Understand the empirical literature in oral language and literacy development of English language learners.
• Develop knowledge about teaching English through the content areas of mathematics and science.
• Understand the social context, validity, and the administration of English language assessment.
• Conduct an action research project on English language learners.

Endorsements for Practicing Educators
Certified teachers in Washington State wishing to add an endorsement to their teaching certification may do so one of two ways:

Test Only
Test Only – This endorsement pathway requires a passing score on the required endorsement test (WEST-E or NES) or an alternative approved through the PESB (Professional Educator Standards Board) for the desired endorsement. OSPI (Office of Superintendent of Public Instruction) maintains a list of endorsements eligible to be added through testing only: http://www.k12.wa.us/certification/Teacher/Endorsement.aspx

Program + Test
Some endorsement require completion of a college preparation program in addition to passing the approved WEST-E/NES content knowledge test. UW Tacoma's School of Education offers the following to endorsements via this pathway:
**English Language Learner**
This endorsement is designed as a fully online, part-time program of study that can be completed in one year while teaching. Each course has been carefully designed to prepare practicing educators to meet the diverse needs of English language learners by providing clear instructions and scaffolded assignments within a supportive online learning environment. We employ best practices to help ensure course content is accessible, memorable, and directly applicable in the classroom.

**Special Education**
Our program incorporates Direct Instruction as well as other research-based practices that produce positive academic and social outcomes for students in poverty and with high-incidence disabilities. Upon certification, program graduates are ready to provide systematic and explicit instruction in high-needs schools. Upon successful completion of the Special Education Endorsement program (including passing score on the Special Education WEST-E), teachers will be recommended to the Office of the Superintendent of Public Instruction for an endorsement in Special Education.

**Educational Administrator**
The UW Tacoma Educational Administrator program prepares experienced educators for P-12 building and district-level leadership positions. Collaboratively designed and taught by a cadre of UW Tacoma professors and local practitioners, the program provides aspiring leaders with a rigorous, holistic, and competency-based curriculum backed by a performance guarantee.

The Educational Administrator Program is devoted to:
- Identifying and leading from strong core values
- Building instructional capacity
- Leading from an equity frame
- Implementing data-informed improvement
- Being savvy stewards of resources

Unique features of this program includes:
- Rigorous, research-based content
- High levels of support
- Strong cohort learning model
- Rigorous, authentic and supported 720 hour internship
- Weekend retreat to begin the program
- Curriculum aligned with the school-year cycle
- Emphasis on equity and instructional leadership
- Bi-weekly reflective seminars
- On-going formative program evaluations
- Certificate only, or in conjunction with an M.Ed.
Endorsements

An endorsement is a designated subject area and/or developmental level to which a teacher is qualified for assignment. An endorsed certificate indicates the subject(s) and/or grade/developmental level(s) for which a teacher has been prepared to teach. Endorsed certificates also limit the subject areas and/or grade levels to which a teacher may be assigned.

Endorsement Grade Levels

- Elementary: Kindergarten to grade 8
- Middle Level: Grade 4 to grade 9
- Secondary: Grade 5 to grade 12
- All levels: Preschool to grade 12

When to take Endorsement Tests

**Elementary Certification Candidates** must attempt both subtests of the Elementary Education NES prior to the start of autumn quarter (September 25th). Optional middle level endorsement tests must be completed by June 30th.

**Secondary Candidates** must complete optional additional NES tests no later than May 1st.

**Endorsement Only candidates** are encouraged to coordinate the timing of their endorsement test with their academic advisor to align with their program plan.

Endorsement Test Resources

The WEST website, [www.west.nesinc.com](http://www.west.nesinc.com) contains the WEST-E and NES test frameworks that include the content domains, objectives with descriptive statements, and sample test items.

Financial Aid and Scholarships

We believe students from all economic backgrounds should have the opportunity to attend the University of Washington Tacoma. Finances should not be a barrier to getting a world-class education. Each year the University of Washington Tacoma awards financial aid to more than 70% of our students. We have a wide array of federal, state and institutional financial aid programs to help students at all economic levels pay for their education.

To be considered for any type of financial aid, including scholarships, you must complete the Free Application for Federal Student Aid (FAFSA) online. The FAFSA can be completed as early as October for the following year. For priority consideration you should make sure you
submit it by **January 15th**. If you complete the FAFSA after this date, we will still try to meet your financial needs, but first priority goes to those who complete it by January 15th.

For more information about your eligibility for financial aid, please contact:

**Office of Student Financial Aid**
MAT 213
uwtfa@uw.edu
253-692-4374
253-692-4788 FAX

**College of Education Scholarships**
The School of Education offers the following scholarships on an annual basis to certification candidates:

**Project TELL Professional Development Scholarship**
The School of Education faculty member, Dr. Belinda Louie has received a multi-year federal grant to train teacher candidates to work with English language learners. Up to $7,000 in tuition support (total and over two quarters) may be available for each student accepted into the Master of Education K-8with English Language Learners (ELL) teacher certification program. The tuition support award is contingent on passing the WEST-E exam in spring 2019.

**Patti Banks Endowed Fellowship**
The University of Washington Tacoma School of Education offers this scholarship for a graduate student enrolled in or applying for the Educational Administration Program to obtain an administrator or program administrator certification.

**Douglas & Belinda Louie Fellowship**
The University of Washington Tacoma School of Education offers this scholarship for a graduate student enrolled in or applying for the Teacher Certification Program to obtain an initial teaching certification. Students from diverse backgrounds are strongly encouraged to apply.

**Henry T. Schatz Math or Science Education Fellowship**
The University of Washington Tacoma School of Education offers this scholarship for a graduate student enrolled in or applying for the Secondary Math or Science Teacher Certification Program to obtain an initial teaching certification.

More information about these scholarships can be found here: [http://www.tacoma.uw.edu/education-program/education-scholarships](http://www.tacoma.uw.edu/education-program/education-scholarships)
Teach Grant
The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides federal grants of up to $4000 per year, for a maximum of $8,000. In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant.

For more information visit the Office of Student Financial Aid website: https://www.washington.edu/financialaid/types-of-aid/grants/graduate-grants/

Troops to Teachers
Troops to Teachers is a U.S. Department of Education and U.S. Department of Defense military benefits program that helps transitioning and retiring military personnel begin rewarding and productive new careers as K-12 teachers in public, private, and charter schools. Troops to Teachers provides counseling, job placement assistance, and generous financial incentives for eligible military veterans. Troops to Teachers is not a teacher credentialing or licensure program, but does offer initial advising to veterans seeking to complete such programs in order to earn a Washington teaching certificate.
Please contact the Troops to Teachers local representative at: 253-973-9775 or visit Troops to Teachers website: http://www.proudtoserveagain.com/

Tuition Exemption
The School of Education (SOE) supports tuition exemption eligible Washington State employees (under RCW.28B.15.558) to enroll on a space available basis in the four (4) core courses required in the Master of Education (M.Ed.) for Practicing Educators degree program. These courses are offered several times throughout the academic year including summer, and provide foundational coursework for those seeking an advanced degree in Education. The core courses are:

TEDUC 501: Foundations of Education: Policy, Ethics, & Philosophy (3 credit course)
TEDUC 502: Learning about Learning: (3 credit course)
TEDUC 503: Educational Measurement: (3 credit course)
TEDUC 504: Understanding Educational Research (3 credit course)

Other SOE programs such as Teacher Certification, Educational Administration, Educational Leadership (Ed.D), and Graduate Non-Matriculated status are not eligible for tuition exemption. More information can be found online: http://www.tacoma.uw.edu/education-program/currentstudents-0
# Grading System

## UW Grading Scale for Graduate Students

In reporting grades for graduate students, graduate degree-offering units shall use the system described herein. Grades shall be entered as numbers, the possible values being 4.0, 3.9,... and decreasing by one-tenth until 1.7 is reached. Grades below 1.7 will be recorded as 0.0 by the Registrar and no credit is earned. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A minimum cumulative grade-point average of 3.0 is required for graduation.

<table>
<thead>
<tr>
<th>Grades 2.7 – 4.0 count toward degree</th>
<th>Grades 2.6 do not meet degree requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 A</td>
<td>2.6</td>
</tr>
<tr>
<td>3.9</td>
<td>2.5</td>
</tr>
<tr>
<td>3.8 A-</td>
<td>2.4 C+</td>
</tr>
<tr>
<td>3.7</td>
<td>2.3</td>
</tr>
<tr>
<td>3.6</td>
<td>2.2</td>
</tr>
<tr>
<td>3.5</td>
<td>2.1</td>
</tr>
<tr>
<td>3.4 B+</td>
<td>2.0 C</td>
</tr>
<tr>
<td>3.3</td>
<td>1.9</td>
</tr>
<tr>
<td>3.2</td>
<td>1.8</td>
</tr>
<tr>
<td>3.1</td>
<td>1.7</td>
</tr>
<tr>
<td>3.0 B</td>
<td>1.6-0.0 E</td>
</tr>
<tr>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>2.8 B-</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td></td>
</tr>
</tbody>
</table>

### Incomplete “I” Grade

An Incomplete may be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.

The faculty and candidate must agree on all outstanding coursework to be completed and an appropriate timeline for completion. If the candidate does not turn in all remaining coursework by the agreed upon deadline, the faculty will compute and submit a final grade based on all work completed at that point. To obtain credit for the course, a student must successfully complete the work and the instructor must submit a grade. In no case may an Incomplete be converted into a passing grade after a lapse of two years or more, and in most cases the work should be completed within 1 academic quarter.
S/NS Satisfactory/Not-Satisfactory
M.Ed. candidates must obtain program approval prior to electing an S/NS grading option for a required course. If a student does not elect S/NS, then they will be graded on a numerical basis. If approval is granted the student must elect the S/NS option either when registering or no later than the end of the seventh week of the quarter. The instructor shall submit a numeric grade to the Registrar, who shall convert grades of 2.7 and above to S and grades lower than 2.7 to NS.

Credit/No Credit (CR/NC)
Fieldwork and Reflective Seminar courses offered CR/NC. For these courses, the instructor will submit a grade of CR or NC to be recorded by the Registrar’s Office for each student in the course at the end of the quarter. Courses with non-numerical grades are not factored in candidate’s grade point average.

Withdrawal “W”
It is the student’s responsibility to withdraw from all courses if he or she is unable to attend. Students may withdraw on MyUW through the unrestricted drop period. Beginning with the third week of the quarter, official withdrawals must be submitted to the Office of the Registrar. An official withdrawal is effective the date of the last drop made electronically, the date it is received in the Office of the Registrar, or if submitted by mail, the date of the postmark.

Hardship Withdrawal “HW”
Students may petition the UW Tacoma Registrar in writing for a hardship withdrawal if they are unable to complete a course due to physical or mental debilitation or unusual or extenuating circumstances beyond their control that may have arisen and prevented them from dropping the course by the seventh week. Petitions must be filed promptly after the occurrence of the event that gave rise to the need for dropping, preferably prior to the end of the quarter. Only in rare circumstances will petitions be accepted after the close of the quarter in which the withdrawal is being petitioned. Students who have completed the requirements for the course are generally not eligible for a hardship withdrawal.

Course Repeat Policy
Any course may be repeated a second time without penalty. When computing GPA, the new grade will be averaged with the old grade. Third course repeats are granted only in rare circumstances and require a formal petition for approval prior to registration.

Change of Grade
Except in case of error, no instructor may change a final grade that he or she has turned in to the Registrar. Grades used to meet graduation requirements cannot be changed after the degree has been granted.
Grade Appeals
A student who believes that an instructor erred in the assignment of a grade, or who believes a grade recording error or omission has occurred, will follow these steps to resolve the matter:

1. The student should first discuss the matter with the instructor before the end of the following academic quarter (not including Summer Quarter).
2. A student who is not satisfied with the instructor’s response may submit, no later than 10 class days after her/his discussion with the instructor,* a written appeal to the Dean with a copy of the appeal to the instructor. *This time may be extended by the Dean in exceptional circumstances, such as a situation in which the student did not learn of the appeals process deadlines in time.
3. Within 10 calendar days of receipt of the appeal, the Dean will consult with the instructor to determine whether the evaluation of the student’s performance was fair and reasonable or whether the instructor’s conduct in assigning the grade was arbitrary or capricious.
4. If the Dean determines that the instructor’s evaluation of the student’s performance was fair and reasonable, the Dean notifies the student that the appeal is denied and that the assigned grade is final.
5. If the Dean believes the instructor’s conduct in assigning the grade was arbitrary or capricious, the Dean will request that the instructor revise the grade.
6. If the instructor declines to revise the grade, the Dean, with the approval of the voting members of the School of Education faculty, shall appoint an appropriate member, or members, of the faculty to evaluate the student’s, or students’, performance and assign a grade.
7. The Dean will inform the Executive Vice Chancellor of Academic Affairs (EVCAA) of this action. The EVCAA will review the Dean’s decision to ensure that the appeal process was followed correctly. If the EVCAA believes that the Dean did not follow the required steps in the appeal process, the EVCAA will advise the Dean to do so and will notify the student that the appeal process will be carried out by the School of Education. This decision will be final.
8. Once a student submits a written appeal, this document and all subsequent actions on this appeal shall be recorded in written form in a School of Education file.

A visual summary of this process may be found in Appendix A.

Transfer Credit Policy
The Graduate School policy regarding transfer credits can be found here: https://grad.uw.edu/policies-procedures/masters-degree-policies/transfer-credit/

A student working toward the master's degree may petition the School of Education for permission to transfer the equivalent of a maximum of 6 quarter credits of graduate level course work taken while a registered graduate student in another regionally accredited graduate school. These credits may not have been used to satisfy requirements for another degree. The petition
must include an official transcript indicating completion of the course work. Transfer credits are not entered on the UW transcript.

Approved transfer credits are applied toward total credit count for the master's degree only. (Transfer credits are not applicable toward a doctoral degree.) The 18 quarter credits of numerically graded course work and 18 quarter credits of 500-level-and-above course work may not be reduced by transfer credit.

Credit taken as a non-matriculated student or post-baccalaureate student at the University of Washington may not be transferred into a graduate program. Credit by either independent study through correspondence or advanced credit examinations is not transferable.

Independent Study

What is an Independent Study?
In an independent study, you essentially create your own course on a topic of your choice, working in concert with a fulltime faculty member. In some cases, faculty members are willing to have you assist with their research projects or will guide your study on a topic of mutual interest. An independent study may be 1 to 9 credits. Keeping in mind that 10 credits is considered fulltime study, each credit should roughly represent a minimum of 4 hours of work per week across the quarter.

You must bring a lot to the table in preparing for your Independent Study, but the benefits include one-on-one attention, more focused exploration of a topic that interests you, and more flexible scheduling. Ideally, an independent study supplements and complements what your program’s curriculum already offers.

Start thinking early about what you might want to study. The scope of an independent study can be broad or deep, but the extent of your engagement with the topic should fit the number of credits you are requesting. Start thinking at least a quarter in advance so that you can find a suitable faculty member whose expertise matches your topic. Your proposal should include:

- the proposed study topic
- a rationale for the focus
- a preliminary reading list
- a description of the learning documents that you will produce

How do I get signed up for an Independent Study?
To pursue an independent study you must first find a fulltime faculty member with expertise in the area you are interested that is willing and able to support you. It is best to have a clear idea of the content you would like to pursue before reaching out to faculty for support.
Once you have identified a faculty member that has agreed to work with you, you will meet and complete the Independent Study Request Form:
Turn in the completed form to your academic advisor for processing. Your advisor will then contact you with your registration information once your request is approved.

M.Ed. Retention and Dismissal Policy

The Retention and Dismissal Policy of the University of Washington Tacoma School of Education outlines the policy and procedures regarding review for low scholarship and satisfactory progress for all candidates enrolled in a master’s program. Additional requirements for certification programs are located in program specific handbooks. All students regardless of program are expected to meet Standards for Essential Abilities and Dispositions (Appendix B) for admission and continuation of their graduate study.

In coordination with the academic advisors, the Graduate Faculty Council (GFC) will conduct quarterly reviews approximately 10 days after grades are posted for the most recent quarter. Program advisors will provide grade reports to the GFC and the GFC will identify candidates who have not met scholarship standards. In addition, the GFC will review for satisfactory performance and progress including adherence to the Standards for Essential Abilities and Dispositions (Appendix B). UWT faculty (including part-time lecturers) and program advisors may initiate a review at any time based on a violation(s) of scholarship and/or performance standards. When reviewing for performance standards, the GFC will review the concern, make appropriate recommendations, and determine next steps. The GFC may recommend a change of status to the graduate school based on the severity of the violation to include warning, probation, final probation, or dropping a candidate from the program.

To remain in good standing and continue study as a graduate student in the School of Education, candidates must meet both the academic and satisfactory performance standards outlined below.

Academic standards
The following criteria will be used in determining academic performance:

1. Earn a minimum of 2.7, satisfactory (S) or credit (CR) in each course. Courses where a GPA below a 2.7, non-satisfactory (NS) or no credit (NC) is earned will not have credit be applied toward a graduate degree.
2. Earn a minimum quarterly grade-point average of 3.0.
3. Earn a minimum cumulative grade-point average of 3.0.

Satisfactory performance and progress
The following criteria will be used in determining satisfactory performance and progress:

1. Performance in the fulfillment of degree program requirements.
   Non satisfactory progress includes:
a. Incomplete grades that carryover for more than one quarter
b. An accumulation of more than two courses for which incomplete grades were given
c. More than one non-hardship withdrawal per year
2. Performance during informal course work and in the field
3. Adherence to the Standard for Essential Abilities and Dispositions (Appendix B)

**Review of academic standards**
Following quarterly review, candidates not making satisfactory progress toward completion of degree/program requirements will be notified. The guidelines below will be followed when determining a change of status based on academic standards:

**Mid-Quarter Warning Notice**
Midway through each quarter, all School of Education faculty are asked to meet with any candidates in danger of not passing their course to share their concerns, address any obstacles, discuss campus resources, and create a plan for improvement. The mid-quarter warning notice form is used as a contract to help the candidate return to good standing. This process is meant to be an early intervention to help improve candidate performance.

**No Action**
Where a candidate’s cumulative GPA is above 3.0 and their most recent quarter's course work is below 3.0 this will trigger a review by the GFC. If no cause for concern is found, the graduate advisor will send a letter to the candidate with a reminder of the policy and the candidate will remain in good standing. There is no change in status communicated to the Dean of the Graduate School.

**Warning**
Where a candidate’s quarterly and/or cumulative GPA falls below a 3.0 and GFC review finds cause for concern, the candidate will receive a warning. The graduate advisor will notify the candidate in writing of a change in status, the policy, and the timeline in which they must regain satisfactory standing. This status is initiated and documented by the graduate program, but is not reported to the Graduate School and does not appear on the student’s transcript.

**Probation**
Where a candidate’s quarterly and/or cumulative GPA falls below a 3.0 for two quarters, the GFC may place the candidate on probation. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The GFC will notify the candidate of his/her change in status, the policy, and the time limit in which they must regain satisfactory standing.

**Final Probation**
Where a candidate’s quarterly and/or cumulative GPA falls below a 3.0 for three quarters, the GFC may place the candidate on final probation. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The GFC will notify the
candidate in writing of their change in status, the policy, and the timeframe in which they must regain satisfactory standing.

**Dismissal**
Where a candidate’s quarterly and/or cumulative GPA falls below a 3.0 for four quarters, the GFC may **dismiss** the candidate from the School of Education. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The GFC will notify the candidate of their change in status, the policy, and whether or not they may return to the program at a later date.

**Academic Grievance Procedure (Appealing a Change of Status)**
Further details, including guidelines for change of status actions may be found in Graduate School Memorandum No. 16, *Continuation or Termination of Students in the Graduate School*. It may be accessed through the Graduate School Home Page at [https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-16-unsatisfactory-performance-and-progress/](https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-16-unsatisfactory-performance-and-progress/). Candidates may **grieve** (appeal) a change in status through a written petition to the School of Education. Appeals beyond this point should follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure [https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/](https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/)

**Maintaining Graduate Student Status**

**Graduate On-Leave Status (taking a quarter off)**
To maintain graduate status, a candidate must be enrolled on a full-time, part-time, or official On-Leave basis from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree. Summer quarter On-Leave enrollment is automatic for all graduate candidates who were registered or officially On-Leave the preceding spring quarter. Failure to maintain continuous enrollment constitutes evidence that the candidate has resigned from the Graduate School.

**Graduate School On-Leave Policy (reinstating student status)**
Notify your academic advisor if you are thinking about requesting leave. The Graduate On-Leave Request Form becomes available online two weeks before the start of the quarter and remains open through the last week of instruction (not including finals week). All candidates must request leave quarterly and pay a non-refundable quarterly fee of $25.00, which keeps your student status, library access, and UW email active.

To be eligible for On-Leave status, you must have registered for, and completed at least one quarter in the University of Washington Graduate School. You must also have been registered or officially On-Leave for the immediate past quarter (except summer).
[https://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-on-leave-status/](https://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-on-leave-status/)
Candidates on-leave are **NOT** entitled to extensive faculty and staff counsel, examinations of any type (except for language competency), thesis/culminating project filing, University housing, student insurance, or any form of financial assistance. Any candidate who has registered for a quarter may **NOT** submit a Petition for On-Leave Status form directly to the Registration Office for that quarter unless they officially withdraw from all courses before the first day of the quarter. Candidates who have been registered for even one day of a quarter are deemed to have status for the quarter and will be eligible to register for classes or apply for leave for the following quarter (spring enables registration for summer or autumn). If a candidate who is in On-Leave status registers in any other status, i.e. Extension, Non-matriculated, Graduate Non-matriculated, etc., this will terminate their official On-Leave status for that quarter, even if they subsequently drop those courses.

**Leave and Culminating Project Course Completion (TEDUC 599)**

All M.Ed. candidates are required to complete TEDUC 599 in winter and spring quarters for their culminating project and must confirm their intent to enroll in TEDUC 599 by contacting their academic advisor to update/confirm their program plan before the start of autumn quarter to ensure space availability. This includes candidates who are officially on leave, as well as those who have taken a break from the program and do not currently have an active student status. Failure to alert your academic advisor prior to the start of autumn quarter may result in the delayed completion of the TEDUC 599 sequence due to space constraints in these courses.

**Petitions & Transfer Credits**

The School of Education petition form (Appendix C) may be used for a variety of purposes including the following:

1. Grade appeal. (See section on grade appeals above)
2. Transfer Credit Request. A candidate may ask to transfer up to six quarter credits from other universities. (See Graduate School Master’s Degree Policy for Transfer Credit.)
3. Graduate Faculty Council or process appeal. A candidate concerned that a finding of the Graduate Faculty Council or other School of Education process was unjust may appeal that decision via the petition form.
4. Program Requirement Adjustment. Any change to the required courses and/or course sequence may be requested via petition.

All candidates wishing to file a petition are encouraged to schedule a meeting with their academic advisor for further information and guidance on the process.

**Petition Procedure**

- Candidates must be admitted to the program before they are eligible to petition.
- The Graduate Program Advisor meets with the candidate to discuss their concerns/requests and provides necessary resources/guidance.
- The student completes the written petition form (Word document). A clear statement of the reason for the petition and supporting evidence is needed.
• The student submits the petition and documentation to the Graduate Program Advisor who makes a recommendation and forwards the recommendation to the Graduate Program Faculty Lead for action.
• The Graduate Program Faculty Lead reviews the petition and recommends approving or not approving the petition.
• The Graduate Program Advisor sends a copy to the student and retains a copy in the student file. If the petition is a Graduate School Petition, the Graduate Advisor submits the petition online to the Graduate School.

University Policies

Inclement Weather Policy
If severe weather makes it unsafe to travel to campus, the university will announce either a delayed opening, early closing or suspension of operations through the following notification systems:
• UW Tacoma website: www.tacoma.uw.edu
• Text message alerts and/or emails: http://www.washington.edu/safety/alert/
• Twitter: www.twitter.com/uwtacoma
• Facebook: www.facebook.com/uwtacoma
• Check www.flashalert.net, click on "Seattle" in the map, then click on "Colleges & Universities" and find UW Tacoma at the bottom of the list, but only if the campus is closed.
• Local television and radio media outlets

Keep in mind that conditions may be different at your home than they are on campus. When the university is in operation, but severe weather conditions exist, use your own best judgment about getting to campus.

Suspended operations (closing campus)
In the event of snow, ice or other dangerous conditions, campus leadership will assess the road conditions early in the morning and make a decision no later than 6 a.m., earlier if possible, about whether to suspend operations for the entire day or operate on a delayed schedule.

When operations are suspended, the campus is closed, classes are not held, administrative offices are closed and all events and activities are cancelled.

Delayed start
When a delayed schedule is announced, classes and offices will resume operations at a later than usual time, usually at 10:30 a.m. or noon, depending on conditions. Any classes or event happening before that time are cancelled.
**Closing early**
If a storm hits in the middle of the day, campus leaders may decide to suspend operations early. An announcement is usually made by 2 p.m. that day. Any classes or events happening after that time are cancelled.

**Missed classes**
Faculty should make arrangements to contact students if class is cancelled when the university is not closed. Students should talk with their instructors about making up class time that’s lost during a suspension of operations or a delayed opening, or if they are unable to get to campus.

**Equal Opportunity and Reasonable Accommodation**

The University of Washington Tacoma is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation in the application process, contact Disability Support Services at least ten days in advance at: 253-692-4522/V, 253-692-4413/TTY, 253-692-4602 (FAX), or dssuwt@uw.edu.

**UW Student Conduct Code**
Pursuant to chapter 34.05 RCW and the authority granted by RCW 28B.20.130, the board of regents of the University of Washington has established the following regulations on student conduct and student discipline. The Student Conduct Code should be viewed and understood by all members of the university community.
The University has also developed two companion policies, Student Governance Policy, Chapter 209 and Chapter 210, which explain how student conduct proceedings work and a student’s rights in the process.

- **Chapter 209** – Academic misconduct, alcohol and drug violations, computer abuses, bullying and other prohibited conduct
- **Chapter 210** – Sexual assault, discriminatory and sexual harassment, intimate partner violence, stalking and other prohibited conduct

**Graduate School Memoranda**
[https://grad.uw.edu/policies-procedures/graduate-school-memoranda/](https://grad.uw.edu/policies-procedures/graduate-school-memoranda/)
This website includes program policies maintained by the Graduate School. Content is reviewed and modified as needed. Final decisions regarding implementation or continuation of policies receive the advice of the Graduate School Council.

**Resources**

**Associated Students of UW Tacoma**
ASUWT is your student government and is the voice of students at our University, in the community, and in our state and local governments. Their job is to represent UW Tacoma’s diverse student body by promoting students’ interests, needs, and welfare at every level of power. You are asked every quarter during the registration process if you want to be a member of ASUWT. There is no fee for membership which allows you to vote in student elections.

**Counseling Center**
The Student Counseling Center provides free counseling to currently enrolled UW Tacoma students and consultation to faculty and staff. It is common for students to experience times when they feel overwhelmed by the responsibilities of college, work, family, and relationships. The Student Counseling Center is here to help students cope with stresses and personal issues that can interfere with their ability to perform in school by providing short-term, problem-focused counseling, aimed at building better skills and exploring alternative ways of coping.

The Student Counseling Center provides individual, couple, and group counseling; educational workshops and classroom presentations; support groups; consultation with students, faculty, and staff; and referrals, when appropriate, to community mental health and social service providers. A Counselor on Duty is available 12-2pm, Monday-Friday for students in crisis and for members of the university community who are concerned about a student who would like to speak with a counselor.

**Location and Hours**
The Counseling Center is located in MAT 354. Office hours are 8:30 a.m. to 5:00 p.m. Monday through Friday. CRISIS LINE: 1-800-576-7764
Dependents/Kiddos, Resources for Candidates

Childcare Assistance Program
The Childcare Assistance Program at UW Tacoma offers students with dependents financial assistance to cover the cost of childcare (ages: birth - 12 years and 11 months) while attending classes. Students who apply and meet the eligibility requirements will receive financial assistance on a quarterly basis. The program is offered Autumn through Spring. Funding for Summer Quarter is not available. For more information visit:
http://www.tacoma.uw.edu/childcare-family-support-services/childcare-assistance-program

Infants/Children in Class Policy
Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use the lactation room (GWP 410). However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases, an instructor may restrict an infant, child or children from being present in class.

Finding Childcare
At the link below you will find a list of resources to find childcare, including a list of past childcare providers utilized by UW Tacoma students. We cannot recommend any childcare provider for liability reasons:
http://www.tacoma.uw.edu/childcare-family-support-services/finding-childcare

Computer Labs/Help Desk
The main student computer lab and help desk is open to all students and provides computer assistance, rental of laptops and other media equipment, and computer workstations for student use. http://directory.tacoma.uw.edu/department/computer-lab-student

Free and discounted Microsoft software for your personal devices
UW students and eligible faculty and staff can download Microsoft software for use on their personal computers, laptops and mobile devices. Learn more about Office 365 ProPlus and how to install it. Software includes: Word, Excel, PowerPoint, Outlook, OneNote, and Publisher and Access for PCs. The cost of Office 365 ProPlus is covered by the Technology Recharge Fee.
Disability Resources for Students
Disability Resources for Students (DRS) is dedicated to ensuring access and inclusion for all students with disabilities on the UW Tacoma campus.

Any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning and working), is eligible for services from DRS. Learn more by browsing this website, then make an appointment with us if you are a current or prospective UW Tacoma student who may be eligible for accommodations.

The University of Washington Tacoma wants every student, staff member and visitor to be able to enjoy our beautiful campus and get where they need to go without frustration. Should you encounter any barriers on campus, please follow this link to report a barrier to access: https://facilities.uw.edu/form/ada-barrier

Discounts for Students
- This guide to student discounts lists a lot of popular places you might be spending money at anyway.
- Whole U Discounts: https://www.washington.edu/wholeu/

Equity and Inclusion, Center for (CEI)
Appreciation of human diversity is a critical component of a quality education. Our office provides a forum through which issues of diversity can be broadly addressed. The CEI is committed to promoting the academic and personal success of students from diverse backgrounds. Our office collaborates with campus and community partners in developing key strategies to recruit and retain diverse students. This includes:
- Assisting with recruitment of underrepresented students
- Assessing campus needs and creating support programs to retain diverse students
- Providing a safe and inviting space for students, faculty and staff to discuss issues of diversity
- Referring students to appropriate campus offices or community agencies for various resources
- Sponsoring workshops and providing resources for staff and faculty on working with diverse populations
GO-MAP: Supporting Graduate Students of Color at the University of Washington
As a unit of the University of Washington’s Graduate School for over 40 years, the Graduate Opportunities and Minority Achievement Program (GO-MAP) is committed to serving the needs of underrepresented graduate students of color to enhance equity and graduate student success. GO-MAP aims to cultivate a culturally and ethnically diverse academic, educational and social environment in which all students can learn and thrive while attending the University of Washington. In working closely with graduate students, faculty, and staff, GO-MAP strives to strengthen and maintain campus diversity while enhancing academic opportunities for graduate students of color and encouraging scholarship and research that explores cultural diversity.
Resources: http://grad.uw.edu/diversity/go-map/resources-for-students/

Graduate Study Space TLB 207
The graduate student study room provides silent study for dedicated graduate research. In this room there are two cubicles, a large table, two soft chairs with side tables, lamps, and three computers. This configuration is intended to facilitate the special needs of UW Tacoma's graduate students.
Access to the space is restricted to currently enrolled graduate students and is available on a first come, first serve basis. For access to the room you must check out a key at the circulation desk on the first floor of the TLB. Valid id is required to check out a key.
http://www.tacoma.uw.edu/graduate-space

Library: Ask a Librarian
Chat
Get help 24/7 with real-time chat service.
Email
Get answers to less-urgent questions and comments via email.
Phone
Reach us during regular business hours. Main: 253-692-4440
Visit
Get in-person research assistance at the Reference Desk in the Snoqualmie building.
http://www.tacoma.uw.edu/library/library

Ombuds Office
The Ombudsman’s role is to assist in the protection of the rights and interests of individual members of the student body, the faculty and the staff against arbitrary or capricious action or lack of appropriate action by University agencies, the student body, the faculty, or the staff. -- Executive Order 18 of the University President. If you would like to contact the University of Washington Ombudsman please see the Ombudsman web page
http://www.washington.edu/about/ombudsman/. 
**Pantry**
The Pantry exists to provide supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students on campus. In an effort to support our students experiencing a lack of resources to food for themselves and their families, the Center for Equity and Inclusion partners with Nourish Pierce County to provide nutritional and accessible items to all UWT students on campus. In addition, the CEI has partnered with several other organizations on campus to do annual Pantry Drives to help support The Pantry.

**Hours:** Monday - Friday | 9am - 5pm  
**Location:** Dougan 104  
**Phone:** 253-692-4765  
**Visit:** [https://www.tacoma.uw.edu/thepantry](https://www.tacoma.uw.edu/thepantry)

**Parking Services**
Student Parking Passes: [http://www.tacoma.uw.edu/node/39842/#students](http://www.tacoma.uw.edu/node/39842/#students)  
Frequently Asked Questions: [http://www.tacoma.uw.edu/node/21931](http://www.tacoma.uw.edu/node/21931)

**Teaching and Learning Center (TLC)**
The UW Tacoma Teaching and Learning Center (TLC) invites faculty, staff, and students from all backgrounds to join with us in creating a culture of learning. Consultants work collaboratively with students in writing, math, science and statistics, helping them to develop the skills, strategies, knowledge, and confidence necessary for academic success.

**Writing**
Through 25 or 50 minute face-to-face or online appointments, we offer support during all stages of the writing process, including:
- Understanding assignments and disciplinary expectations of writing  
- Feedback on drafts and other assignments  
- Writing strategies, such as:
  - Brainstorming and idea development  
  - Constructing a clear thesis and argument  
  - Understanding the revision process  
  - Improving grammar, punctuation, and word choice  
  - Assistance with citation styles such as MLA, APA, Chicago, IEEE, ASE and AP  
We also offer 25 minute drop-in consultations.

**Quantitative Skills**
We offer drop-in consultations for many quantitative courses/subjects, such as:
- Math  
- Statistics  
- Environmental sciences  
- Computer science
We also offer support in using software and calculators for math and statistics, as well as in developing the study skills you’ll need for math, statistics and other quantitative subjects.

http://www.tacoma.uw.edu/teaching-learning-center/teaching-learning-center

**Veteran and Military Resource Center**

The Veteran and Military Resource Center (VMRC) at UW Tacoma serves as a resource for students providing support and referrals throughout campus and in our community. The VMRC is also responsible for developing and offering campus programming that benefits our military connected students. The Veteran and Military Services Staff is here to help military veterans and their dependents access their VA educational benefits and Washington state tuition waivers. Our benefits advisors can provide you with general benefit information as well as certify your educational benefits.

http://www.tacoma.uw.edu/veterans-military/veteran-military-resource-center

**YMCA, University Y Center**

All active, enrolled UW Tacoma students who pay the quarterly University Y Student Center student fee*, receive a membership to the University Y. The membership is valid each quarter as long as the student continues to enroll and pay the fee. If a student does not enroll in classes for a quarter, their membership may expire for that quarter. Students who take classes and pay the fee in the Spring quarter, will automatically receive a summer membership (through September) - including students who graduate in June.

http://www.tacoma.uw.edu/uwy/fitness/membership

https://www.ymcapkc.org/university-ymca/

**Preparing for Certification or Endorsement**

All certification and endorsement recommendation are completed through OSPI’s E-Cert System:

https://eds.ospi.k12.wa.us/OspiSts/identity/login?signin=9175d7c57763e9d7515b323ae8132b58

Please ensure that you register to report all endorsement test scores to UW Tacoma at the point of registration, and work with your Certification Officer to ensure that all requirements are met (Megan Bentley-Moon, praxes@uw.edu, 253-692-5698)
Preparing to Graduate

Graduation Requirements Checklist

- Satisfy the degree requirements that are in force at the time the degree is to be awarded.
- Register as a graduate student (minimum of 2 quarter credits) during the quarter you plan to complete the degree. You must maintain registration through the end of the quarter in which the degree is conferred.
- Remove any X, N, or I grades posted on your transcript for courses needed to satisfy degree requirements.
- Receive a grade of 2.7 or better on all coursework used to satisfy degree requirements, and a minimum cumulative grade point average of 3.0.
- Complete Graduate School coursework requirements including residency requirements as stipulated in the General Catalog.
- All coursework, including approved transfer courses, must be completed within a 6 year timeframe.

Hooding

The presentation of the academic hood to master’s degree candidates is a special moment for the candidate and the faculty of their academic program. Each department at the University of Washington Tacoma holds its own hooding ceremony, allowing more time to recognize each degree candidate. Master’s degree candidates are encouraged to attend both their hooding ceremony and the commencement ceremony.

http://www.tacoma.uw.edu/commencement/hooding-ceremonies

At the Hooding Ceremony, a master's hood will be placed over the student’s head by a School of Education faculty member. The hood’s colors indicate a degree in Education from the University of Washington. Hooding is a symbolic gesture of honor in recognition of the graduate’s advanced academic achievement.

Commencement

On this Web site (http://www.tacoma.uw.edu/node/20675) you will find information regarding the ceremony, registering for Commencement, purchasing your cap and gown, graduation announcements and other information to assist you as you plan for Commencement.
Graduation
https://apps.grad.uw.edu/student/mastapp.aspx

Final Quarter Registration

Candidates must maintain registration as a full or part-time (min. 2 credits) graduate student at the University during the quarter their master's degree is conferred.

Candidates must submit master's degree requests online. Candidates may submit a request from the 1st day of the quarter they expect to graduate until the Sunday (midnight Pacific Time) of the 7th week of the quarter in which they expect to graduate.

- Complete the *Exit Questionnaire*. You will **not** be able to return to the *request page* to make changes or complete information later.

- You are completing a **non-thesis** program. Make sure you select this option.

- Students will receive an email confirming receipt of their Master's Degree Request

Glossary of Terms

**C&I** – Curriculum & Instruction, a study option in the Master’s for Practicing Educators M.Ed.

**Cohort** – A cohort is a group of students who work through a curriculum together to achieve the same academic degree together. Cohortians are the individual members of such a group.

**Co-Teaching** – Co-teaching or team-teaching is when two educators work together to plan, organize, instruct and make assessments on the same group of students, sharing the same classroom.

**Education Teacher Performance Assessment (edTPA)** – An assessment required for teacher certification in Washington State, consisting of three main parts: (1) lesson planning, (2) video recording and commentary showing the lessons being taught, (3) post assessment reflection. All teacher candidates will receive assistance and dedicated time to work on these tasks.

**Endorsement** – In Washington State endorsements indicate the content area and grade level certificated teachers are prepared to teach.

**FERPA** - The Family Educational Rights and Privacy Act (FERPA) of 1974 protect the privacy of students' education records. Generally, the guidelines mean that the University and
its employees may not release or share a student's educational records, or information from a student's education records unless it has the student's written consent to do so. Some exceptions to this general rule can be found at FERPA for Faculty and Staff.

**Field Director** – Oversees field placements and edTPA assessment requirements for Teacher Certification Candidates. This role also oversees the work of Field Supervisors.

**Field Placement** – Placement of a teacher certification candidates in a K-12 school and/or with a particular mentor teacher to gain experience and skills in the classroom. All teacher candidates in Washington must complete fieldwork as a requirement of certification.

**Field Supervisor** – Each teacher certification candidate is assigned a field supervisor. Field Supervisors have experience teaching in K-12 public schools. They provide both assessment and support during fieldwork.

**M.Ed.** – Master in Education Degree

**Mentor Teacher** – K-12 Teacher a candidate is placed with to develop skills being taught in the teacher certification program, through applied practice in the classroom.

**OSPI** – Office of Superintendent of Public Instruction (oversees and grants certification)

**SASS** – Student Academic and Social Success, a study option in the Master’s for Practicing Educators M.Ed.

**SEL** – Social Emotional Learning, a study option in the Master’s for Practicing Educators M.Ed.

**SPED** – Special Education

**TELL** – Teaching English Language Learners

**Teacher Candidate** – Term used to describe a student in a teacher certification program.

**U-PASS** – Available for a quarterly charge, U-PASS partners with ORCA to turn your student ID card into a bus pass. For those that purchase this option, U-PASS is inside the smart chip in your card.

**UWNetID** – The portion of your UW email that precedes @uw.edu, this is also your login for your MyUW account.
APPENDIX A:
GRADE APPEAL PROCESS
APPENDIX B

SCHOOL OF EDUCATION
UNIVERSITY of WASHINGTON | TACOMA

Standards for Essential Abilities and Dispositions for Admission and Continuance in the School of Education
University of Washington Tacoma

The standards for essential abilities and dispositions for admission to and continuance within the education program, distinguished from academic standards, describe the physical, cognitive, emotional and character requirements to provide reasonable assurance that students can complete the entire course of study and participate in the full spectrum of any education program and/or field practice activities.

In addition to complying with all University of Washington Tacoma written policies, students in the Education Program at the University of Washington Tacoma, are expected to possess the following abilities and dispositions. They are expected to meet these standards in the classroom, in the field practice, and other University of Washington Tacoma education program activities. Attention to these standards will be part of evaluations made by faculty and staff responsible for evaluating applications for admission as well as by faculty and staff responsible for evaluating student performance and progress in classroom and field practice activities.

Communication Skills
Students enrolled in the Master of Education program must be able:

- to communicate effectively and sensitively in written and oral English with fellow students, faculty, staff, and other professionals.
- to express ideas and feelings clearly and demonstrate a willingness and ability to listen to others.
- to possess sufficient skills in spoken and written English to understand the content presented in the program and in the field.

This standard applies to UWT students as they interact in the university setting and with to K-12 students, teachers, parents, administrators, and other professionals that are encountered during field practice experiences.

Diversity
Students enrolled in the Master of Education program must be able:

- to appreciate the value of human diversity.
- to interact in an appropriate manner with all persons regardless of dimensions such as the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

Empathy
Students enrolled in the Master of Education program must be able:
to seek to comprehend another individual’s way of life and values.
• to be able to communicate this empathy and support as a basis for a productive professional relationship.

Intellectual Reasoning
Students enrolled in the Master of Education program must be able to demonstrate the ability to systematically master, assimilate, apply and evaluate educational issues and situations and interpersonal professional relationships in an informed way.

Interpersonal Skills
Students enrolled in the Master of Education program must be able to demonstrate the interpersonal skills needed to relate effectively to fellow students, K-12 students, faculty, staff, parents, community members and other professionals. These include, but are not limited to, compassion, concern for the welfare of others, integrity and the demonstration of respect for and consideration of others.

Teaching Learning Efficacy
Students enrolled in the Master of Education program must be able to ground professional activities in relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in relationship building, data gathering, assessment, interventions and evaluation of practice.

Professional Behaviors
Students enrolled in the Master of Education program must be able to behave professionally by knowing and practicing within the scope of education program work, maintaining privacy and confidentiality, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

Professional Commitment
Students enrolled in the Master of Education program must be able:
• to meet the ethical standards of the profession.
• to be committed to the essential values of education, which support the dignity and worth of every individual.

Self-Awareness
Students enrolled in the Master of Education program must be able:
• to know how values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships.
• to be willing to examine and change behavior when it interferes with working with fellow students, K-12 students, parents, peers and other professionals.
• to be able to work effectively with others in subordinate positions as well as with those in authority.

Sensory Motor Abilities
Students enrolled in the Master of Education program must be able to possess sufficient cognitive, physical, organizational and psychological ability to attend class and field placement experiences
where interns must have the emotional stability and persistence required for full utilization of intellectual abilities, be able to concentrate under periods of distraction, have the stamina to work a teacher's contracted day and be able to organize time and materials, prioritize tasks, perform and supervise several tasks at once, and adapt to changing situations. Disability Support Services must be consulted regarding reasonable accommodations at (253) 692-4522 or (253) 692-4413 (TTY).

Academic Performance and Conduct Which May Result in a Review and Possible Dismissal from the Educational Program*

Students may be terminated from the University of Washington Tacoma Education Program for any of the following:

1. Failure to meet or maintain academic grade-point requirements as established by the University of Washington Tacoma and the Education Program.
2. Academic cheating, lying, or plagiarism.
4. Documented evidence of conviction of a criminal act occurring during the course of study, or which occurred prior to admission to the Education Program and became known after admission.
5. Failure to meet the terms of the Standards for Essential Abilities and Dispositions for Admission and Continuance.
6. Removal from field placement by the cooperating school district or agency. For further information please see the UWT Education program Retention and Dismissal Policy (Appendix B)

Certification: (Applicant please read and sign)

I certify that I have read the document titled Standards for Essential Abilities and Dispositions for Admission and Continuance in the Education Programs of the University of Washington Tacoma. I understand the standards for essential abilities and dispositions necessary for successful completion of my professional education. I believe that I can meet these standards in my coursework and/or field practice activities. I understand that my progress in these standards will be monitored continuously throughout the program and that I will be expected to engage in self-assessment of my own progress. If, at any point in my education program, faculty or staff judge that I may not be making adequate progress in meeting these standards, or that I do not have the capacity to take part in educational experiences, my status in the program will be subject to evaluation by relevant faculty and staff. Based upon the results of the evaluation, I may be asked to engage in a program of remediation before I am allowed to continue in the program. If the problem is not deemed resolvable, I understand that I may be dismissed from the Education Program.

Applicant’s Name (Please Print Legibly)  
Applicant’s Program of Study

Applicant’s Signature  
Date
APPENDIX C

SCHOOL OF EDUCATION
UNIVERSITY of WASHINGTON | TACOMA

Petition Form

Use this form when requesting a modification of any School of Education degree requirements. Take the completed petition form to a School of Education adviser for review. This form must be typed. No handwritten forms will be accepted. Every effort will be made to respond within 10 business days.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Degree completion quarter:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UW email:</th>
<th>Phone Number(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(day) (evening) (cell)</td>
</tr>
<tr>
<td>@u.washington.edu</td>
<td></td>
</tr>
</tbody>
</table>

Instructions: You must provide a full explanation of your request; you need to clearly substantiate the reason(s) for your request. Attach additional pages, if necessary. If your petition is for transfer credits, please review the attached Graduate School Policy for Transfer Credits.

Student Signature: ___________________________ Date _________________

Office Use Only

Advisor's action: (circle one) Recommend Not Recommend Initials/Date: _______________

Study Option/Degree Option/Endorsement: _____________________________________________

Action by Graduate Program Faculty Committee Representative:

(circle one) Approved Not Approved

Comments: ________________________________________________

Signature: ___________________________ Date _________________

Graduate Program Faculty Committee Representative

Submit your petition and supporting documents to: UWT School of Education
1900 Commerce Street • Tacoma, Washington 98402 • Campus Box 358435 • (253) 692-4430

www.tacoma.washington.edu/education